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## CSUSB Pedagogy Forum 2021: "A Public Reflection on Teaching"

Natasha Jankowski

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# CSUSB Pedagogy Forum 2021

## Keynote Address Transcript

### **“A Public Reflection on Teaching” by Dr. Natasha Jankowski**

We're very honored and I'm personally very excited and I know many of you share this excitement to have Dr. Jankowski as our keynote speaker for today she's someone who's or her work is, is

something that is informed the development of our outcomes assessment and our assessment office, and a lot of the work that we do around, not only high impact practices but assessment at this campus so I'm very honored to have Dr. Jankowski with us today

she's the former executive director of the National Institute for learning outcomes assessment and in lower. She also served as a faculty member within the Department of Education Policy organization and leadership at the University of Illinois Urbana

Champaign, she's co author of the book using evidence of student learning to improve higher education, as well as co author of degrees that matter moving higher education to a learning systems paradigm and co editor of student focus learning and assessment

involving students in the learning process in higher education. She also has a for a forthcoming book which focuses on equity and assessment.

Her areas of focus include assignment design transparency evidence based storytelling equity mapping and alignment of learning and all things assessment a lot of things that you've heard if you're involved in assessment at any level on this campus.

Natasha is the recipient of Kent State University's Alumni Award and the Young Alumni Award for the College of Education at UIUC she was the proud recipient of the ACP a contribution to higher education award under her leadership she holds a PhD in

higher education from the University of Illinois, an MA in higher education administration from Kent State University, and a BA in philosophy from Illinois State University so again thank you for being here.

Dr. Jankowski and I look forward to learning from you in the next hour so with you. Thank you.

Thank you so much and thank you for the welcome and Happy birthday, Dr. Leonard Thank you.

Actually extra surprise for me for it. So I'm going to go into the force be with you. Yes.

And with your spirit. I believe was the change, man.

I'm going to go ahead and share my screen, so I can switch.

So when that's done all if you don't mind, and, but I'm, I'm so excited to be a part of the inaugural pedagogy forum like what better thing to talk about.

Then, then teaching and learning and our students and all that so let me go ahead and get that share going, everyone see that. Okay.

Okay.

And so what I really want to talk about is thinking about inclusive practice and high impact and what does this all mean in terms of cultural responsive practice and there's so much else that's going on throughout your sessions today that will be addressing

student perceptions of cope at 19, I saw there's some great things on a feminist informed and care driven pedagogy which just sounds fascinating community engaged learning, thinking about open classrooms, how do we support metacognition thinking about

how do we support students engaging in with digital documents so it really sounds like a wonderful assessment learning community that's focused on inquiry and sharing of practices is unfolding and I'm very excited to be a part of that conversation today,

and I also have to give a shout out that I saw in the the program sponsor tables, my co author Dr David Marshall, will be talking about the Honors Program and congratulations to David on being chapter advisor of the Year Award and the designation of star

status by an FCS for honors. So, way to go, all sorts of things to celebrate today, and we if we, when we get into this. So let me tell you about what we're going to do and our time together today, I'm going to do a bit of a brief.

Welcome, and sort of position where we are and getting into knowing one another for our time and in his keynote, and then I'm going to get into thinking about considering some definitions of key terms and I know that seems very riveting and exciting,

but we'll make it as interesting as possible to get into the conversation on really understanding what do we mean when we talk about something that's high impact and something that's inclusive and something that is culturally responsive for our students.

And then I want to explore some implications for practice based on how we think about our definitions and our work in this space, and then get into examples and resources that can inform that work moving forward.

And when we get to the examples and resources, I'm going to pause because while I have some to share. If there are specific examples that you're looking for or something that you'd really like to know to inform your, your practice, please feel free to

ask at that point and I'm happy to make sure that you're getting the material and information that you need at that in addition to two other ones.

So that's really what we'll get into, and we'll wrap up with some time for questions and answer and Tom will come back and we'll see what you have to say or other places that maybe I didn't touch in that you were really hoping to learn about today but

that will pretty much wrap up what r fo our focuses.

So a few things I think that are important to get into as we start to kick off as part of our welcome is, I am a bit of a fast talker. When I get into these things I get really excited about assessment and I start talking very quickly.

This I believe is recorded. So you can go back and watch it on a slower speed. You also will have the PowerPoint slides but if there's anything that you want me to talk about differently, come up with a different example, go back over, please feel free

to let me know it's one of those that I'm aware that I'm doing it but I have yet to interrupt the process of talking to you too quickly so well. We'll get through it together, and then a second sort of tidbit of information is that I'm in central time

so my son will be coming home from school, and I have two dogs that might greet him, and then the manner of their people. And so, if you get to hear. Isabel and Daisy there they're equally excited about assessment as I am, but they may have a guest appearance,

they might not we'll work through it. But regardless, so on to our welcome for our time today. So in addition to Dr Carver's birthday. It is also may the force be with you.

So, we can't have a talk on this day and not get it get into that. And for those that are like what the heck is this that you're talking about, I offer you an entertaining meme that you might find funny or not.

Star Wars is not your bag if you want a mash up of different, different opportunities there. There you go, so that others fun things about May 4 Kent State University 1970 was today, songs about it, wonderful, great documentary video.

It's also the day that 13 civil rights activists, dubbed the Freedom Riders got on a bus and headed to the south. So I think it's a good day to get into some good trouble and thinking about how are we inclusive in our practices so lots lots to celebrate

for for me for it. But what I want to get us into is thinking about what are our foundations and basics and by that we need to really get into definitions, a lot of time in this work whether it's about high impact practices or assessment, we jumped into

the doing we jump into the like I need to get this done. We need to start moving forward and we skip that sort of what are we doing and what does this really mean and what are we talking about phase and so we're going to spend some time doing that.

What I'd love to invite each of you to do is share in the chat so keep the q amp a section for if you have questions because that'll help us sort them out later.

There's a chat option, please feel free to in the chat, share some of the definitions of what it means to you for inclusive teaching or high impact or culturally responsive, pick one that speaks to you and think about that.

And if you're not very much of a definition person you're kind of like, No, I'm good. I don't want to do definitions completely fine, feel free to share a meaningful learning experience that you had, whether that was a learning experience you had whether

it was with your students, whatever that might be, but please feel free to take a moment and share with each other, any thoughts or comments or definitions that you might have.

If you don't have access to the chat, I guess you can put in q amp a was Marcus answered.

But I will give you some time to do that but in the interest of our conversation, I'm going to keep moving along but think about your own definitions as we walk through this, because part of this is that there's not really agreement, collectively on what

we mean by these places.

So, what is inclusive teaching, let's just start with the concept of inclusive it and I think that our thoughts around inclusive teaching have really shifted during the pandemic and the learning situations that we've been in in terms of distance education

or remote instruction. Maybe in that light. And so I want to offer a consideration that came from the Chronicle of Higher Education teaching newsletter, which really talks about from a panel where they had people talking about what is inclusive teaching

today. That is an intentional approach that we're taking into account our students varied backgrounds beliefs and identities, so that they feel as though they have something to contribute by meeting students where they are.

And I think that's a good, a good start of thinking about what does it mean to be inclusive we have right we have other people that are students and how are we thinking about bringing our students in, and they went on to include an example in this piece

that was an illustration of a faculty member, that was in biochemistry, where the majority of students that come into this specific class are lower income first generation women of color, and they need to do lab reports, and instead of starting with going,

this is what a lab report looks like and we're going to figure out how to do lab reports, they started by going okay, figure out how to talk about what's coming from a lab experience in a way that makes sense to you, your vocabulary and style through

poetry, music whatever that might be moving into what parts of that show until lab reports, how does that differ in terms of who were communicating to you in different areas.

So by the end of the course, they're able to write proper have reports.

But starting by meeting them where they are and bringing in the way that they're thinking about moving in that direction. And I think that's a nice example to get into and to share.

But in that same panel discussion. I want to bring up the point that was raised by Dr Archer by the graph, which was.

But most of the work that happens like that is by our colleagues of color. And there's also just a ton of fatigue in our faculty we have been in this remote situation where we're constantly trying to pivot what we're doing to reach, reach our students

engage with them in meaningful ways, really ensure that we're getting learning across, and it's exhausting to try to do this in a medium such as this, but also, and the length of time in this sort of we we started a sprint that turned into a marathon

that never ended. And that's just a lot. And so thinking about how are we supposed to as faculty, really be able to support our students at the time that we find ourselves in as a country, what they're going through in in there lived experiences to really

within our academic community support each other and he'll.

When we ourselves might be struggling, and I think a great example of this is sort of with the working remote lived experience that's unfolding of, you know, what all the different areas that we have to navigate within that that situation in addition

to just the amount of time spent working in our zoom fatigue, maybe, but also just the larger fatigue of grieving for events that we didn't get to do in terms of graduation, or the, the current state of democracy and policy, potentially, just the sheer

loss of life from coded that has been going on there's a lot that we haven't been able to I think process go through milestones of celebrations and things of that.

And so what I think that the the inclusive part of thinking about teaching where we find ourselves now in in 2021 is really reminding us of community, and empathy and thinking about how are we engaging in meeting our students with community in mind and

with empathy in our approach. And so for us to be inclusive really, we need to be working together in a supportive community, but how do we go about doing that, given tensions and given everything that that was, that was shared by Dr.

In terms of in terms of everything that we're going through.

And my answer to that is all right well we got to refocus on students. Students are good, if we think about inclusion one of the people we need to include a students and student learning, not focusing on our policy, not focusing on bureaucracy and the

reporting and the things that that, but if we.



And if you want. Later, if you want to have a side conversation with me about proc during an online and my thoughts on that weekend, we can do that this is not the time or the place at this moment but we please please feel free to let me know.

But for now, when we think about these definitions and we think about inclusive teaching that was shared in that Chronicle piece. It sounds very similar to culturally relevant pedagogy that comes from Korea let's and Billings work, and that's in Billings

And Dr Lutz and Billings recommends using that culturally relevant approach as a way for students and populations that are outside the majority so outside of the majority of what who our students are institutions have been made to serve, let's say, to

their culture, while succeeding academically, so that when they come into our classrooms when they come into an experience of learning when they come into our virtual environment that we are not asking them to leave their culture behind. And there is my dear

beloved Isabel.

She's a hound dog so you may actually get like a deep throated Bay, sort of sounds quite, quite endearing. Um, but that we don't need to ask our students to give something up to be here in a student and succeed that because of who they are, they can be

successful and they're bringing something that's important to bear to that learning experience. So culturally relevant pedagogy really aims to produce students who achieve academically, while demonstrating cultural competence.

And that can understand a critique to social order, and say here are places where we can do better and we must and we can and we will. Um, through that we use examples of students culture, and an asset based approach we're not asking them to be like something

else we want them to really engage with what they bring with course material that is relevant to them, and they're shooting, their learning. So what it does is it asks us to involve students in the process of learning and assessing learning so think of

of students on one end as a co creator, using appropriate language for our students so we can actually communicate with them in meaningful ways about what we're asking them to do in assignments or in a syllabus or in a learning experience or in a high

impact practice, and then come up with how, how do we capture that and document that in meaningful ways that lift our students up and elevate that learning.

So it's really ensuring that our focus is on students.

So how does. If we have this inclusive practice about and culturally relevant pedagogy, thinking about involving students and culture and interesting ways in our process of learning.

How does that connect to high impact practices and if we're in a definition place. What the heck is a high impact practice anyway, we're familiar with there's a list, but what does that actually mean from a definition standpoint.

So, what I impart, I want to back us up to where did we end up focusing on high impact practices, where did this work come out of so we can understand where it's ended up in terms of how we engage with our learners in that approach.

So, in part, the focus within high impact practices came about from a desire that we had in our institutions to ensure that students participate in meaningful learning experiences.

When you're at our institutions when you're with us in a learning experience we want it to be meaningful. That seems like something that we can we can agree on.

But what is a meaningful learning experience, you might ask, great, great question. Um, to get there we have to sort of start with a scholarship on engagement and what that means.

So the work on engagement within behind the data that supports high impact practices, really started with an assumption that there are many factors we cannot control in our institutions of higher education.

We cannot change your family educational background. We cannot change your incoming academic preparation. We cannot change sort of certain other environmental factors and things like that.

But one thing that we could influence that was sort of agreed upon in the space, was that we can influence engagement, and engagement of students.

So why do we focus on increasing engagement, well as one thing we can focus on but what is it about engagement and what do we mean and engagement that comes into the the high impact practices.

Well, research on high impact practices, looked at engagement data so they looked at the things that students reported that they were doing to figure out what types of things students participated in and then what the relationship was between participating

in that with things like retention persistence grades on metrics that really matter to thinking about, students moving through. So for instance,

you have thinking about habits better the aggregate, so I want to just really quickly point through a couple of things in this finding because this is a common thread as we think about what backs up our high impact practice research.

So, overall, students participate we look in aggregate and 1.3 hip experiences I don't know if that's like you get into part of it you're like, No, I'm good.

But to me, non first generation students participate in more than first generation so your students that have have a history, or family of going through are engaged in that white students participated more than Asian American and Hispanic students but

not more than African American students. Again, this is aggregate national data and transfer students participated more than non transfer students. Interestingly enough, a lot of this work does not engage in thinking about intersection ality of a first

generation Hispanic students it's transferred. And what that engagement looks like and hips and there has been, we'll talk about critiques on the high impact, practice literature in a minute.

Some of that comes from thinking about that that piece.

But, for, for participation in hits and I want to say engagement I will say participation, this is you just showed up and did it.

Other factors within a student's lived experience like work, family care and the like, doesn't show up in here and so when you go okay well this sounds fine, where it is this research come from where they carrying this information that is a, an interesting

question. It comes from students self reported surveys on what they've been participating in.

So, from students the national survey student engagement, which is a nationally normed instrument, given out. Just institutions that participate in that.

Students say, I've been doing these things and then we look at the relational gains related to that so we know that there are Associated Student games and Gen Ed personal and social development, some practical competence in those areas.

We also know that there's some compensatory effect on first your grades and purchases persistence from participating in high impact practice, regardless of controlling for quality or what that engagement might look like.

But we also know there are some concerns and how this research was done in terms of which institutions are in the National Student Survey of engagement status that how norms get associated around that, that certain types of hips are open, or high impact

practices are shared more often or more willing to be engaged with with certain types of students that can actually enable micro aggressions and stereotypes that hips had not been studied with a clear looking at issues of race and ethnicity, and that

thinking about how we examine the participation.

Within that was really focused on how do we get more students that aren't participating to be like our white students that are participating, a lot in that space and so putting the burden of participation on students and thinking about how to move in

that direction.

Now, additional studies sort of looked across and said, All right, how are we thinking about these different areas and and getting into the space and I'll say overall.

What we can say about high impact practices in terms of that engagement piece because that's what we are interested in we want students to be more engaged that's where this research comes around.

They are collectively, effective, but not uniformly effective.

Which means that how we implement them matters, and what it's about matters in terms of what students actually get out of it. Well, we also saw from some of the sort of first original getting into engagement, it was institutions latched on to, there's

a benefit here and if you engage, that's where the payoff comes, so it became sort of the vow shots, implement three high impact practices and we went all our students to participate in them and we sent surveys and inventories out to say, who's doing

service learning so we can track and map it and we didn't really get into assessment of learning from it or quality in that space and so I was delighted.

I'm not surprised but delighted that the high impact practice committee was like wait, what are we doing here. Yes, USB, and is this what we want to be doing beyond the list and thinking about how are we ensuring that our students are getting quality

learning experiences.

So, specifically for high impact practices in STEM education at Hispanic serving institutions Lozano and colleagues found that hips are often culturally.

So if we think about our earlier conversation on definition of inclusive and cultural responsiveness.

They're culturally isolated and not sufficiently inclusive.

Now while this focus was on STEM, that there are some common threads and so I want to just point a couple things out, that are there in this it's a nice report if anyone wants to read it, the link is there and you'll have the slides so you can you can

engage in it as well.

But that was really thinking about how do you ensure that there are certain activities like undergraduate research where faculty are going to seek out students that are perceived as academically ready.

Were faculty perceive that these students would have relevance for an undergraduate research project they're going to do something with that later. And that they have the time to commit to engaging in something like that which is often unpaid or may even

include more credit hours associated with it so I'm paying for that, which are not highly prevalent among the students that Hispanic serving institution seek to serve, and so what they need their recommendation was not get them to do more, it was to transform

the traditional research practices that are trying to be mirrored in ways that actually serve the Hispanic students. Fantastic. Love it. Let's transform it actually be about how do we implement something that matters to our students to keep that idea

of transformation going, I want to point to another recommendation in the same report, which was looking at that culturally responsive practices are inconsistently understood and practiced it Hispanic serving institutions.

Now, several things to say about this. This might be about institutions that became Hispanic serving institutions based on student population numbers, and not by mission, not by saying this is who we are, this is what we're about.

And and there is a distinction between serving.

Serving Institutions that actually care about serving and are engaged in serving and those that are like well we have students but maybe the population will change as it goes.

But the point raised in this recommendation was that it's really moving from simply making high impact practices and experiences available to students, but to rethinking how we deploy those practices, so they specifically benefit the populations were

to serve. So we really want to say it's high impact for our students here. It's not we're adopting a high impact practice, we're ensuring that the practices we engage with for our students are implemented and chosen in a way that leads to high impact

for our students.

And that, that's it, that's where that I think we get into really what we want high impact practices to be. So that means we also need to have a balance between high impact and cultural responsiveness, which is attention that's raised in some of the recommendations

recommendations here, that if we need it to be high impact for specific population that practice needs to be culturally responsive to that population, it needs to be inclusive for that target population, or the way that we implement it might be different.

And none of these recommendations of that conversation focused on the list it focused on practices that get to high impact for students, which is very similar to the eight key elements that come up from the work that was like whoa yeah there's a list

but it's not just the list, they're high impact practices because it's pedagogical approaches that we know worked for years, there is key elements that go across through it.

For instance,

performance expectations that are set high, if we set high expectations for our students they're likely to meet them. If we spend time and energy with our students more than just a horse but thinking about throughout their academic journey.

Our students do better if they have more interactions that matter, our students and our faculty are doing better.

If we have feedback that's timely that I can do something with the actual you know research we know and if effective and meaningful feedback. If I can reflect and integrate my learning so I'm not just having discrete learning experiences but I'm thinking

about how my learning integrates over time. All of those things are wonderful, meaningful pedagogical approaches that can happen in a wide variety of ways that are impactful for our students and might not look.

Specifically, like the list, and even in the description of the practices and I know this is tiny. So I'm not expecting you to read it, especially with all our like zoom eyes now that like I don't know like my second pair of glasses and ears, and my eyes

is gone it's bad. Um, but when we think about what's in some of these like first year seminars and experiences, it's not that you have a first year seminar experience.

It's about thinking about collaborative learning, that's the part that gets it, it's the collaborative learning within a community it's the integration it's the reflection, it's those larger pieces so when we look at them or even fulsome descriptions

that show up with the list.

It's about pedagogy, in that space. What happens though is we have national surveys that have to ask questions about engagement in certain types of things.

And in doing that we start to narrow our focus in some ways that might not be most amenable to our students and so I think what that raises for me to say to you and your inaugural pedagogy forum is thinking about what are the high impact practices for



CSU SP. And if it's not on this list add to the list, the list gets added to all the time so that's not a problem, define what the inclusive practices are that really make a difference for your students.

And this list was made pre pandemic.

I am not going to be surprised if pandemic learning involves a very different list, and it has some elements in here that that we hadn't thought about.

But what will persist, is that the focus on these are realized through collaboration through community through integration through application through our inclusive pedagogy.

And why does all of that matter. Well, it matters because Hispanic serving institution or the centers of educational equity and excellence for Latinos and Latinas, particularly those who may be first generation and are low income.

And I think that's, that's the important part when we think about how we want our students to succeed and engage in this.

It matters because for especially for our first generation students.

We do not need to add additional hurdles to participation for them to be here. We don't need to say oh you work part time or full time we're going to require a you do an internship in addition to that, we need to rethink and really transform what's

meaningful about an internship. And if that's the meaningful part, how can you get that from what you're already doing or what you bring to bear so we're actually meeting our students where they are engaging with them very differently.

And that will help us help our students as well and hopefully meaningful meaningful ways.

When we think about that title as well as serving within Hispanic serving institutions that sort of define that serving us there's this great recommendation for list for Hispanic serving institution leaders.

And I just want to point out a couple.

Before moving out of our definition thing that for high impact within this we really need to think about how do we think about that service in practice in ways that comes through a race conscious lenses item to talks about in our campus environment that

is positive and affirming. So culturally responsive, that's fantastic that enhances the cultural wealth and knowledge that our students bring to campus, and really prioritize as measures those numerous academic and non academic outcomes of interest along

that spectrum of serving this. And if we're thinking about serving our students in ways that are impactful to them will get where we want to go in all of that, that space.

And that I think is the important part. What we struggle with though, is that this came from his student engagement piece of high impact practice that came from surveys of student engagement.

So when we juxtapose sort of these two conceptions of high impact practices as the practices that we engage in that matter for our students and give them meaningful experiences with sort of how that's been transformed by engagement data, it's helpful

for us to go back and look at what how are we defining student engagement in the first place.

And what it is defined is educationally proposed activities, purposeful educational activities that can be anything, which is great. That gives us lots of flexibility and that does engagement activities can be academic cognitive social behavioral they

can be both. They can be about active learning really it's about ways in which we've purposely designed educational experiences to support our students.

And that can be a wide variety of ways in which we do that. What that matters as well as we think about from student engagement, and especially helping our first generation students with that sense of belonging to say, I am actually engaging in a way

that makes sense to me with this institution in my learning experiences, means that engagements going to look different than our traditional conceptions of engagement.

Because it's first generation college student engagement, and that's okay.

It looks different, because it is different. That's not a bad thing because what we really want from our students and all of these experiences is the part of mattering, we're going to let's just Schlossberg pieces where our students are going okay.

You notice me, you know when I'm here when I'm not here you know what I'm bringing to this, that my success or failure matters to this institution beyond just a number, and getting through in in our retention or persistence matter, and that we need you

to help us figure out how to address this, we need to partner with our students to know what your experiences are meaningful and impactful to you and how we can meet you where you are and what you're bringing into that.

And then we appreciate you, that we appreciate all the things that you've brought in, with you and that that being inclusive, is how we are high impact, engaging in it in that way.

So, that's our big definitions as we think about high impact practices, it's more than a list but the history of where this comes from from the conversations that have unfolded that gets sort of lost when we look at survey data of how many students report

participating in certain things. And so I think it's just helpful as we get into a day of reflecting on pedagogy. To start with, remembering how we ended up in this space in the first place.

And as because we want students to engage in meaningful educational experiences that are inclusive and that show that they matter.

And that sounds fantastic. That sounds like something that we could definitely do. So what does that mean then in terms of our implications for practice.

And I want to move through this quickly so we can get into it there's examples specifically you want, or some questions that you have. But when we think about what does that mean for our practice in this space.

Well, first off, it means that our high impact practices are not like a Field of Dreams where if we make them students will come. We can't just be like, if we build a field, the ball diamond come and participate in a community.

Instead, we need to think about how do we support learning experiences that get to the impact, not as one offs but as a collective how do we as an institution as a program really live our mission and get our students to to where do where we want to go,

and also remembering that some things that worked before will not work now.

We're in a pandemic transition period so I'm pandemic, the ripple effects of how this has impacted our student lives will continue to persist and last, the inequities that have been elevated they were there but it's just now like you can't miss it.

aren't going to go away and so we need to rethink as well. What's impactful now for our students.

That, that is still inclusive and culturally responsive. So what are some of the things that we can do about that well we can think about being careful of how users are surveys, we can think about also not holding our students responsible for their involvement

and participation.

My caution here on surveys is what we see happen most often around institutions is we survey students about what they do.

We don't serve area institutions or faculty sort of about a quality or learning and that space we do ask sometimes How many of you are engaged in service learning, let's say for instance, but the research that we pull from its national, which means we

look at a lot of norms and the norms that we look at for student behavior, really come from predominantly white institutions and traditional age students, so we end up going, Oh, I want to be more like this institution that's in my peer group, maybe that

I made and how does that pan out, which might not be the best way to think about how we engage with with these, these surveys because what we end up doing is we norm traditional student behavior as this is how a good student engages with our institution,

and we try to get our other students that have their own ways of moving to an institution that's neither good nor bad, it's just how they are to be like a different student group.

And so, and I've even see things like if you want to be engaged and engaged student you would do X, Y and Z, and that's that's not that's not that's not what we need to be doing.

Because what happens when we engage in that and this is just a picture of a video Don't worry, next to the video is when we survey student participation in these discrete activities that get to that normally, it becomes a selective attention tool where

we miss other things we miss the ways that our students are showing us what's high impact that we are doing. we missed what our list is of practices that matter that meet our students and our faculty for what we can and cannot do especially when we think

about self care and mental health. At this time, but it means that we look at certain things at the expense of others they become like blinders. And so when we get entrenched in that survey data we want more students to participate.

We need more numbers up, regardless of if it's a meaningful experience regardless of if it gets in the way of their structural barriers for our students.

And if it's not actually high impact in the sense that we see that that that payoff so if our experiences students have is disconnected from learning, or we're adding a new structural barrier by putting a requirement in the way for something that our

students lived experience just does not afford. We further marginalized students, instead of being inclusive and how we think about and doing that with students.

So what can you do in practice. Well, Ashley Finley wrote a really nice paper to provide some ideas and concepts in this space that talks about intentional design of our high impact practices so not just that we have them.

But what are we doing and how do we want to implement it in ways that matter, and she does it by connecting assessment and pedagogy to high impact practices because I'm clearly I'm biases and assessment person but you, you really need pedagogy and assessment

to come together with the hips to get the thing you want to see, and she uses a logic model so if you're into like organizing things and columns. This is for you.

if you're not into that, that's fine. I have a different slide for you in a minute. But, this comes from the Catholic Kellogg Foundation logic model guide to think about what do we need to go into implementing something that's high impact and what she

adds in here that I think is fantastic is along the bottom, a piece on assumptions. What are we, assuming about our students lived experiences about our institution, but our abilities to do these things what's going on.

for us to implement in meaningful ways. And she also looks at what inputs, do we have what are the processes, I would argue that an input that we have is also our students and their feedback in those spaces, but we can kind of map out in a way to think

about what's what are we doing what's going on in the space What are all those pieces.

And she raises all these questions in that paper that are not, you know, how do I get more students to do practices or, just tell me how to assess this particular instance, but instead say things like what's the process by which we examine the learning

that comes from students participating in a high impact practice how are we really looking at that. She asks if we focus on learning what are high impact practices for students, which is that whole, like, what's our list for us is the high impact practice

inclusive of the lived experience of our learners. Is it intentionally designed, or is it just something we do and we say, hey, go go do this thing. And are we missing other opportunities to really connect in meaningful ways with our learners.

By focusing on one piece and not something else.

In a toolkit that came from work that built on the work that Dr. Marshall, and I did in writing the degrees that matter where we were looking at like 800 institutions that have been trying to to have this mapping and things of that work on learning

systems, there's an extension of the mapping process that we can think about when it gets into high impact practices. And so this table really helps kind of signify some of those connections and links it to learning so we're not just doing this stagnant

Lee but we're doing it to get it learning, and you can even add additional columns to this like cultural responsiveness or inclusive city or. Where do you want Student Involvement to be or how are you thinking about pedagogy and so you can curate this

to make those connections clear if that's something that you're interested in.

But what it asks about is what's, what's, what is this high impact practice sure where is it going on, but what do we want students to get out from it.

What's the learning outcome. And the beautiful thing about doing something like that is if there's a learning outcome that we want. There are many ways to get to a learning outcome.

And if I'm a student can't participate in this one thing, I might be able to do something else that has the same learning impact that gets to the same pieces, but meets me where I am, it is not as stress and burden.

And so thinking about how we met these relationships and connections can really help us get into some of those spaces.

And I think that's important.

Last sort of thought and thinking about the these areas before we move into some questions you can ask in your practice.

Are we have to get into the conversations on inclusive it, and we need to have these definitional conversations because there are assumptions that we do not question in our practice that get get in our way.

So ensuring that we draw attention to things that matter to get to inclusive and culturally responsive hips, we need to be aware of and navigate structural issues and assumptions like most of our standardized measures and theories come from pw wise, with

students. And if we're going all that work there and we're going to do it here. Maybe not. Maybe not. Maybe we need to think about it and how it relates to our context. We also value certain demonstrations of learning over others and in that way really limit.

But when our students can can put forward and get into that space. With that, we also were not so great as institutions about valuing narrative and personal experience in the same way that we do institutional decision making.

For quantitative data, we explain and rationalize student voice away. So even if our students come and tell us something about what's effective or not effective for them.

We need to ensure that we don't go, Oh well, you know i i know what's good for you. Put it over there in a different space. And we also need to remember that our students are experts have their own experience, They are the ones that live this, they know



themselves the best, and to get to inclusive city, we really need to examine the assumptions that we have at play and our structures to ensure that we aren't saying one thing, but doing something else.

And that shows up, especially in a history of promoting the benefit of most educational interventions, whether it's high impact practices, whether its diversity, whether its equity based on the benefit to our white students.

And a lot of that research builds from that and we have to cite it and engage in it, then we're really limiting ourselves unnecessarily.

And we're citing a cannon does not apply with us. So what we really need is that context specific high impact practices for the students we have and we serve.

So what works for our students here, that's the thing that we need, we need to know.

Earlier I mentioned that I'm happy to talk later point in time about practicing, I'm not going to go down that, but I will say that this is a good example of a mismatch between our stated espoused values and our loved ones were in pandemic learning, there

are assumptions and institutional policy that are full of conflicting messages to our students that can also hinder high impact practice. Some of those are thinking about our engagement models and our theories which were built off of a learning experience

that is no longer to be assumed someone that is our predictive analytic models were based on past performance in a completely different environment that is not applicable to our current situation for our students.

And of course we have like what are our assumptions behind effectiveness of online learning and practicing and in all of that. So there's a lot to think about where the community that can solve it.

And one of the best ways that we could do that is involving students we need to take a critical stance, and we need to involve our students and helping us solve these problems by asking them what is it that they really want, and asking ourselves what

is it that we really want our students to experience what kind of learning environment and learning, do, do we want that to be and how do we want to support that.

Because we don't want to end up with is where students are going. I don't know why I had to do something but they just told me to do it we don't want llama education.

Our students are there like I did these activities, and I still don't see the integration and connection, because if you remember the pedagogy part reflection integration collaborative learning.

All of that is what made them high impact of our students are running around a llama, they don't know why.

We've missed we've missed what we're trying to go. So I would argue that we need to reflect more in this space, ask some questions on things and celebrate Simone and the equity scorecard has wonderful resources to pull from to do this to really say in

what ways are we failing our students. It starts with an assumption that we are, and then build from there so we can jump over it's a critical stance, we can jump over like prove to me that we're doing this like let's just assume our institutions were

built for a totally different group of students, there's going to be stuff we've missed. how are we going to address it and which way, how are we looking at our practices to ensure ensure we do this and so if you haven't looked at equity scorecard work.

It's fantastic.

What that means for our practice is that, to, to answer these questions so we need to ask our students, but we have a range of comfort level with our involvement of asking students, but engaging students, high impact practice undergraduate research they

can run focus groups they can do all of these quantitative reasoning, look at survey data and give feedback they can participate in oral communication for presentations, where we sort of have this we use students as the object of assessment to students

can actually identify issues, and the solutions, huge spectrum, and across the top or kind of like okay, we know it's good for you so we'll change it to well maybe, maybe we need some student voice so there's a student representative on a committee to

well we put a thing together and we'll run it by the students at the end to see if you're okay but at this point, pretty much done and we're just kind of looking for your seal of approval.

So on the bottom sort of how we move along with them data, but like what we just aggregated it, that's cool. But then we blame our students for the differences like these students need to do these things or you need to be more like this other student

to then going okay let's ask them as equity scorecard questions and exam and our organizational structures and what's going on in there to going, we need student voice.

We need surveys me focus groups we need to understand on the ground like what the heck is going on and happening and how do we put this together. So, this is a matter of comfort and where you are and thinking about where you want to be in students involvement,

but this is also a great way to get to inclusive it in in in that space. So that is some all of that up.

I would just say that I think it means that we need to reflect before acting, we need to think about our students, we need to be inclusive we need to be culturally responsive and really answer for us.

What is high impact, what does that mean and what does that look like. So how can I know it when I see it, and engage my students in that. And all of that means for that work can happen in our classroom, can happen in the form of assignments.

We can do this to work, Marianne McComas showed that if you get clear and your assignment prompt you can close equity gaps. If you get clear in your assignment prompt, you can close equity gaps.

Seems like a high impact practice to me in terms of also being inclusive because the clarity was, what is it that you're asking me to do and language I can understand how is what I'm bringing to this fit into here.

How am I a part of this assignment and getting those changes in, that's an inclusive practice to engage in and so this is something that we can do today in our, in our practice in our classes that that get us there through the work that Marianne did in

her NSF Graham wrote a book on it. Let's check it out. We can also ask questions about your assignment just sort of look at like am I doing what I thought I wanted to do what is it that I'm really asking students to do in this space.

And then even adding some questions on. Does this make sense for our lived experiences because my students and for me. Is this where I can engage and do things to to meet my students where we are.

These are all doable, and these are all things that get us to our end goal of our students being engaged in meaningful educational experiences, which is where all of this is where it came from in the first place, and which is also a sort of the root of

inclusive pedagogy.

pedagogy. So I will wrap up there and say I'm happy to share any specific examples and resources, answer any questions that you might have the slide copies that you will get as you're thinking of your questions and typing it in include a variety of sort of

of different, the most often asked, things that we get on a high impact practices like can you show me an example of this. During the slides so you'll have all of that for for when you need it.

But yes, I hope that helps to sort of think about how pedagogy is the key to to really making making our work, inclusive.

Thank you.

Thank you so much. Thank you so much oxygen gas yeah we have about a couple minutes we have time for a question so again just use the q amp a feature, and you'll be and we'll be able to see your question so if you have any questions for Dr.

Jean Kalki please go ahead and place them in the q amp a.

And also, of course, if any of our environment.

panelists have any, any questions for us.

Yes.

I am very excited about all the work that's going on, it's UCSB and I think as an institution, you provide a wealth of examples from which others can learn to really think about how to engage in this work and so, take, take this conversation is one of

reaffirming and lifting up the directions and though and the work in which which you're moving so thank you very much for that and I'll just say you know so much of.

I really appreciated the focus on on questions on inquiry, because you know that's that's what research is is rooted in right and so I was wondering if you know you have maybe experiences or examples or thought about intersections of teacher based research

like interdisciplinary teacher based research right and high impact practices because I feel like these, these are the kinds of things that

you know could really fit together. And then we have questions coming in. Yeah, definitely. And know and i also apologize to all of our attendees today I should have added to my I talk fast, that I also give you an overwhelming amount of information so

this, you'll be mulling this over and then you can get in conversations with each other as scholars and talk as it continues so this is this is conversation starter not stop here and, in which is exactly connected to inquiry.

So I think, where we have seen this work really connect to that is within a scholarship of teaching and learning where people within their disciplines are going there are really impactful ways to talk about what it means to be a scholar in my disciplinary

space, and how I talk about that to others, how we engage in dialogue and debate of ideas is a democratic skill that we need more of I would say holistically, but something that, that way that we talk and engage an inquiry with each other as faculty is

part of that way of having high expectations and dialogue engagement that we can do with our students, that gives to that high impact of their, their connection to a discipline as well.

And so thinking about how we bring our disciplinary stances and dialogue into our classroom to talk with our students is an introduction to now you know, welcome to English as a discipline and this is how we approach problems and how we define things

and how do you see yourself in relation to that is definitely a rooted time tested approach to get into. So, yes, inquiry.

Absolutely, thank you so much that, that is our time. Thank you to everybody for being here. Just a reminder that you can find all the links in the program right so each of the individual roundtables we're moving on to roundtables now, and you can find

the links in the program as well as in the chat and up on your screen right now you can get zoom ideas. And, again, just a reminder to come back here at the end that at 345 will have some closing remarks here as well but thank you again so much and I

I look forward to seeing you in, in, in some of the panels everybody that's here and thank you again to Dr. Jankowski.

Thank you.

Thanks all.

00:53:18